

R E P O R T R E S U M E S

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HYDE PARK HIGH SCHOOL, CHICAGO, ORPUT AND ORPUT, ARCHITECTS,
NAMED WINNER OF \$2,000,000 COMPETITION. NEW LIFE FOR OLD
SCHOOLS NEWSLETTER NUMBER 9.

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SCHOOLS, URBAN SCHOOLS,

THIS NEWSLETTER DESCRIBES THE COMPETITION HELD FOR THE
MODERNIZATION OF A FOUR STORY URBAN HIGH SCHOOL. THE PROBLEM
WAS TO CREATE NEW AREAS AND SPACES WITHIN THE EXISTING
EXTERIOR WALLS. THE WINNING SOLUTION UTILIZED THE CONCEPTS OF
A CENTRALIZED RESOURCE AND INDEPENDENT STUDY CENTER AND A
HIERARCHY OF GROUP INSTRUCTIONAL SPACES. INCLUDED ARE
EXISTING AND PROPOSED FLOOR PLANS, CONCEPTUAL SCHEMATICS, AND
SEVERAL VIEWS OF IMPORTANT NEW SPACES. (MH)



newsletter

A PUBLICATION OF THE RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT

HYDE PARK HIGH SCHOOL, *Chicago*

Orput & Orput, Architects, named winner of \$2,000,000 competition

Orput & Orput, *Architects*, Rockford and Skokie, Illinois, has been named winner of a \$2,000,000 architectural competition to modernize Chicago's Hyde Park High School. The announcement of winners was made at a meeting of the Chicago Board of Education by Samuel Arthur Lichtmann, F.A.I.A., Chicago architect and professional adviser to the competition, and Benjamin C. Willis, General Superintendent of Schools, Chicago.

Other winners were:

Second place:
Norman DeHaan Associates,
Architects, Chicago.

A three-way tie for third place to the following entries:

George Hinds, *Architect*,
Ezra Gordon and Jack Levin,
Associated Architects, Chicago.

Russell G. Moy, Raymond E.
Watson, and Terrence Lallak,
Associated Architects, Chicago.

Fridstein and Fitch,
Architects and Engineers,
Chicago.

The first award includes \$5,000 cash plus an architectural contract for the modernization project. The second place winner receives \$2,000 and the three third-place winners, \$1,000 each. Judging took place at the

Graham Foundation, Chicago.

The competition was sponsored by the Board of Education of the City of Chicago in cooperation with the Research Council and is the first in a contemplated series of national events. The monies to sponsor the competition were made available by the Research Council under a grant from the Educational Facilities Laboratories. The competition was endorsed by the American Institute of Architects. The project is under the direction of Ben E. Graves of the Research Council staff.

The Chicago competition was open to any individual or firm
continued on back page



Judge George Danforth, left, checks a point with a member of the school's staff during an inspection tour of Hyde Park High School prior to the judging.



Jury members, R. Rea Esgar, left and Harold V. Webb inspect an existing wood shop at the school.

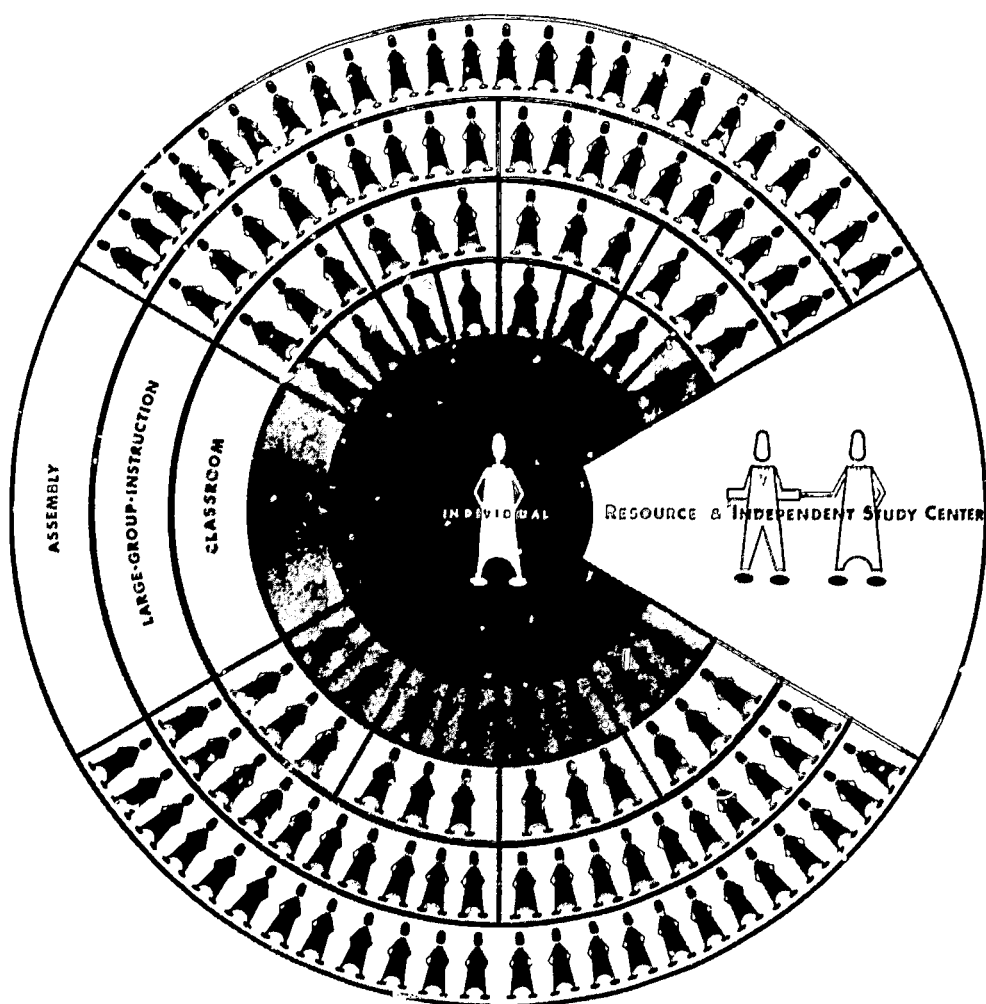


Jury chairman Donald Hanson, right, points out highlights of the winning entry to Benjamin C. Willis, center, and members of his staff. Jury member Lloyd S. Michael is standing next to Dr. Willis.



Professional adviser Samuel Arthur Lichtmann, center, discusses a technical point with two members of the jury.

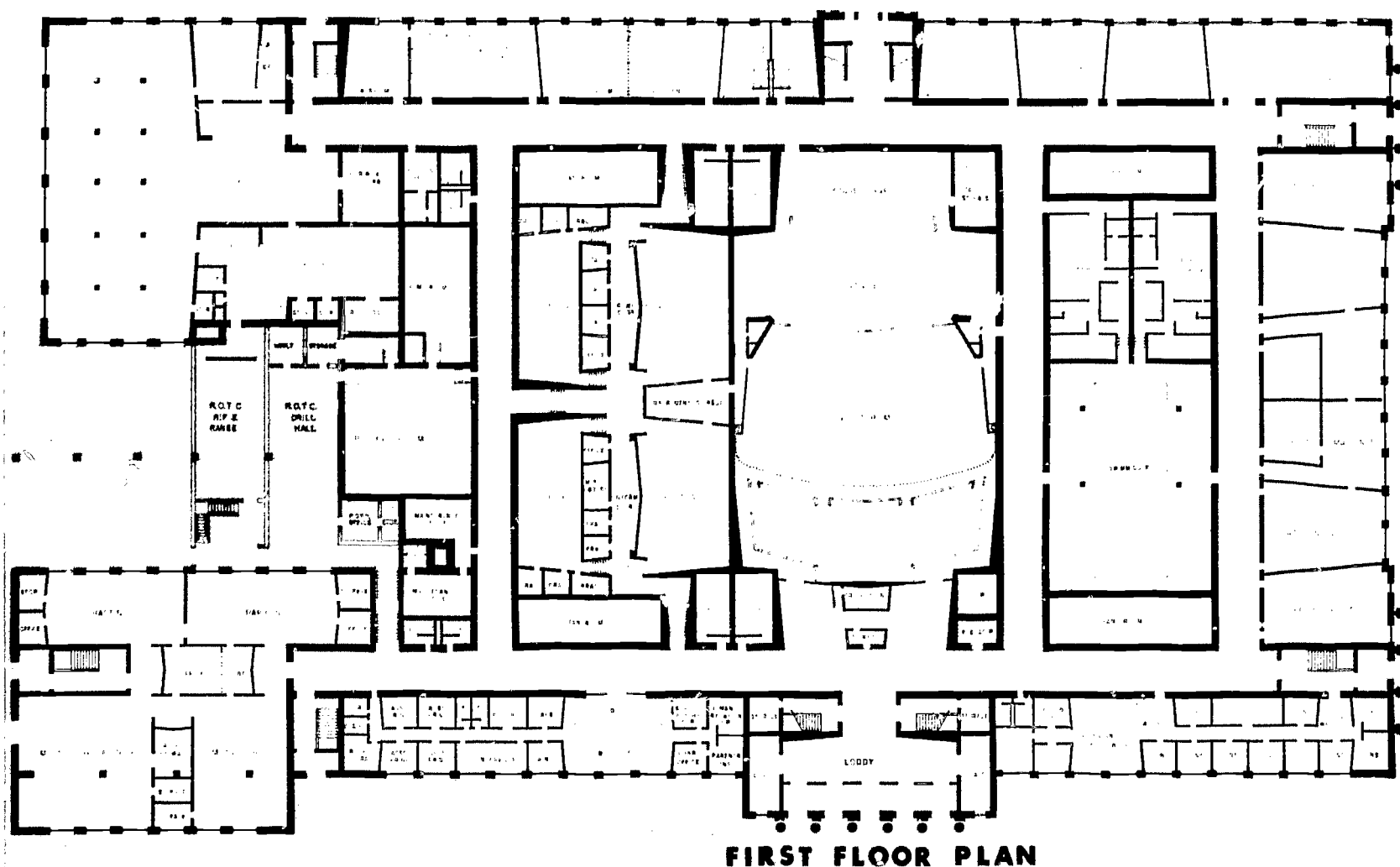
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DESIGN INTENT

The comprehensive school offers a curricula designed to meet the needs of students with varying levels of ability and achievement. This curricula demands a variety of group instruction spaces within the school envelope in which these levels can be encouraged and stimulated. The space sizes must vary to accommodate assembly, large groups of 90 to 120, to small groups or individuals ranging from 1-15.

The "HEART" of the comprehensive school is the Resource and Independent Study Center. Here, the individual has at his finger tips the resources and the tools with which to challenge his intellect. Having access to these resources and tools, however, is not enough; the individual requires guidance and assistance in their use. The teacher fulfills these needs and gives life to the Resource and Independent Study Center.



Architectural, Structural and Mechanical Requirements for Hyde Park High School

ORPUT & ORPUT AND ASSOCIATES, INC., ARCHITECTS AND ENGINEERS
WINNING DESIGN

Outline Specification

Hyde Park High School's program of instruction is that of a comprehensive school. Having a curricula designed to meet the needs of students with varying levels of ability and achievement demands a definite envelope of spaces in which these levels can best be stimulated and encouraged. Definite architectural, structural, and mechanical requirements are necessary to mold these spaces within the existing structure and fulfill the requisites of the comprehensive program of instruction.

Architectural Requirements

1. Divisible walls

To obtain a maximum in flexibility of space usage several types of divisible wall partitions are to be used.

- a. Demountable partitions shall be used throughout the Administrative and Counseling areas as well as in the Resource and Independent Study Centers.
- b. Operable panel walls shall be used in general classroom areas to form seminar rooms. They shall have chalkboard and tackboard surfaces.
- c. Fabric folding partitions shall be used to separate conference areas and storage areas.
- d. Rigid, electrically operated divisible partitions shall be installed in the Auditorium to create a little theater and a large group lecture area. In the Gymnasium the rigid partition shall be used to separate storage areas from the main gym floor.
- e. Roll up vinyl clad curtains with netting shall be used to divide the main gym into four teaching stations.

2. Ceilings

Suspended acoustical tile and plaster ceilings shall be provided in corridors and most building areas

to house the necessary mechanical equipment for air conditioning and multiple raceways for all communications systems. By reducing the ceiling heights throughout the building, a human scale will be established which is lacking in the monumental structure presently.

3. Interior Glazing

Larger expanses of glass in the new and remodeled areas will visually open up the interior of the building and create an informal and pleasant atmosphere more conducive to the learning process.

4. Exterior Glazing

The existing high windows shall be partially and in some cases totally made opaque for air conditioning and light control purposes. Windows remaining and new glazed areas shall be furnished with light control devices such as shades, curtains, and blinds.

5. Painting

Generally, all areas of the building shall be lightened in color, creating a more suitable learning environment. This can be accomplished through the use of vitreous wall surface materials which will reduce maintenance as well.

6. Chalkboards and Tackboards

All chalkboards and tackboards shall be prefabricated for easy installation and future flexibility.

7. Bulletin Boards and Display Areas

Bulletin Boards and Display Areas shall be numerous throughout the building in all departments to give the student an opportunity to see new ideas and show his own ideas.

8. Tools for a Comprehensive School

The tools required for a programmed learning system in a comprehensive school are many and require a vast network of distributive raceways which feed the various spaces throughout the

school. Included in the list of tools which may be used are: TV, dial-audio, dial-video, record players, slide projectors, overhead projectors, film projectors, speed reading devices and inter-communication systems.

Structural Requirements

This design has maintained all existing exterior walls and used them to create new areas.

The necessary structural requirements to create new spaces within the existing building and totally new spaces upon the building shall be of fire resistive construction.

Mechanical Requirements

1. Lighting

All areas shall be redesigned to create the required illumination levels for the particular tasks. By suspending the ceilings a great deal of flexibility can be attained.

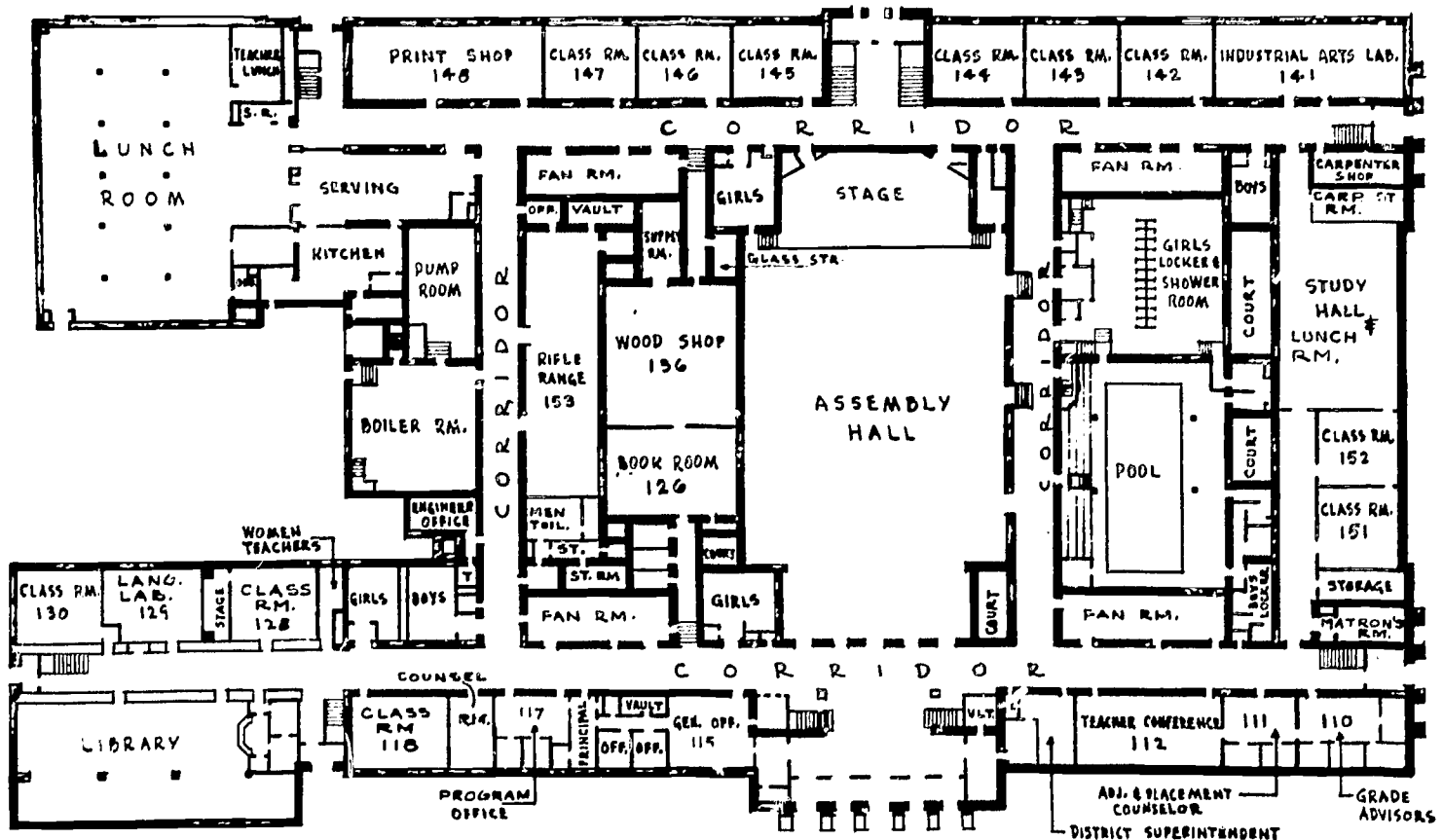
2. Electrical System

Because of the increased use of electrically powered teaching aids, the electrical system shall be redesigned to accommodate the present and future requirements.

3. Heating

It is the recommendation of this design to convert this school from coal to oil thereby reducing the time required for the maintenance personnel to spend in the boiler room and eliminating some of the massive equipment now employed. This design recommends that air conditioning equipment be installed for future use in all areas of the building. Initially, the air conditioning system in full will be used in the Administration and Counseling area, in the Resource and Independent Study Center and in the Auditorium.

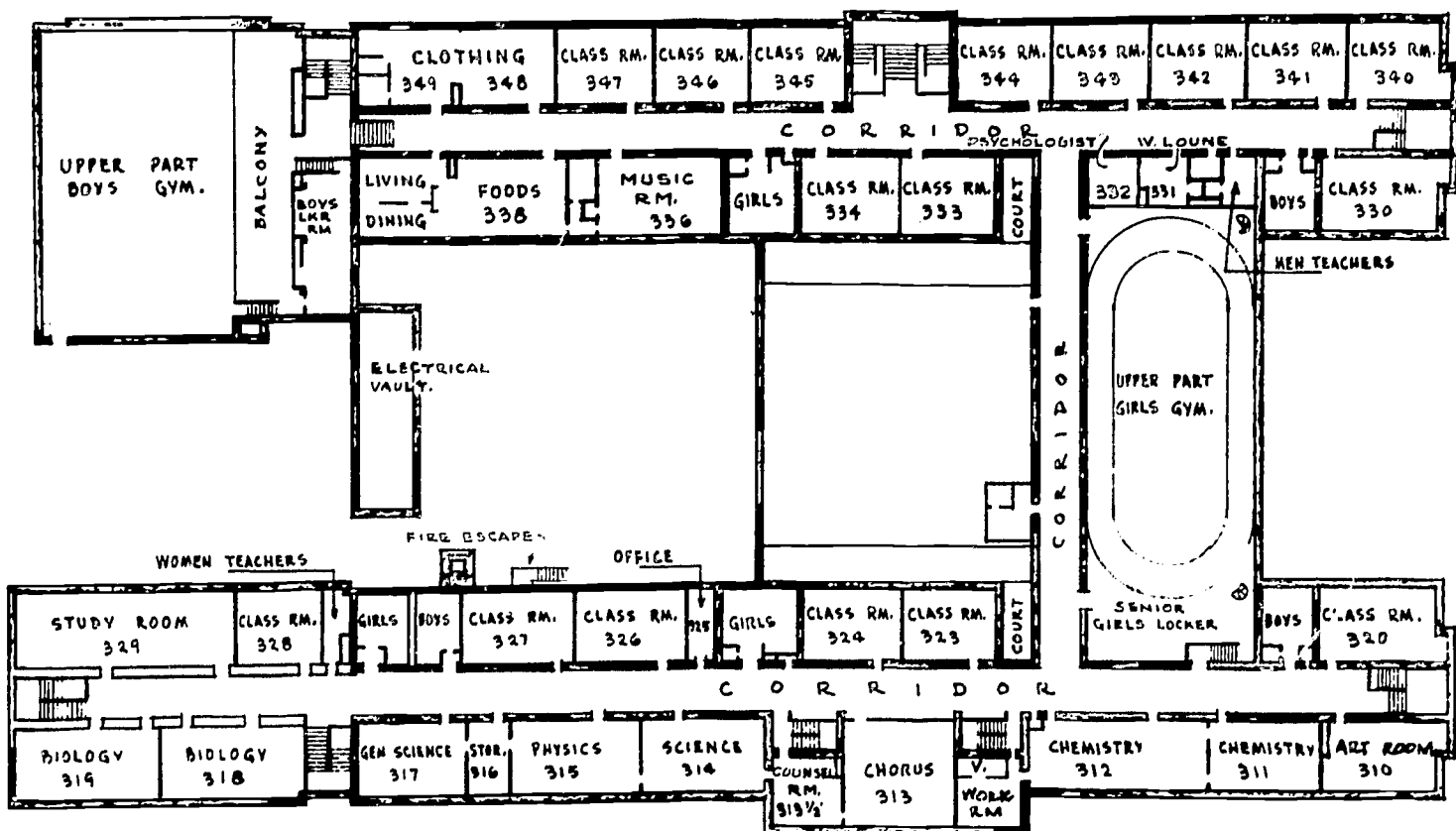
At the time it becomes necessary to operate the school year around, the air conditioning system can be extended to all desirable areas.



FIRST FLOOR PLAN

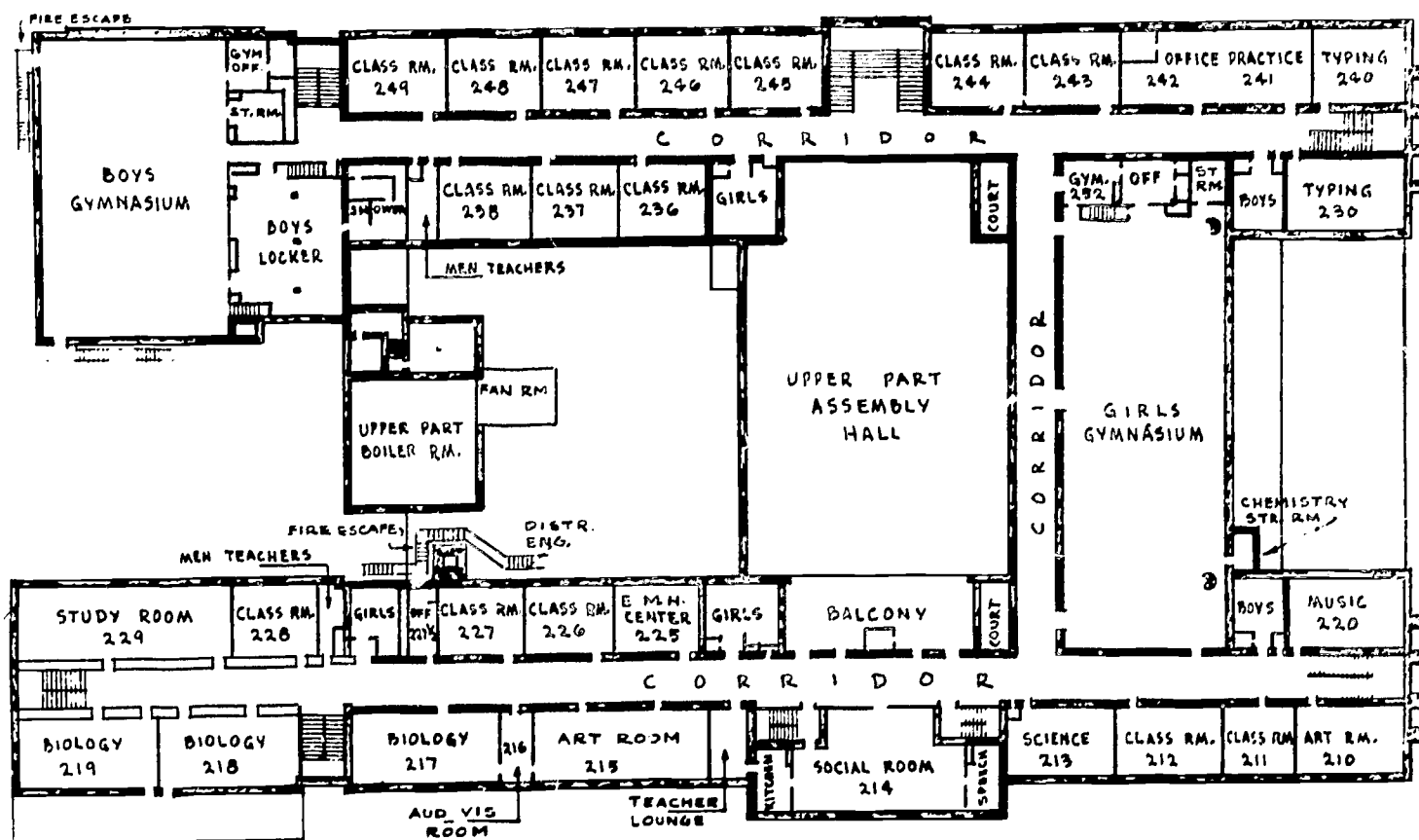
SCALE 1 INCH = 50'-0"

EXISTING



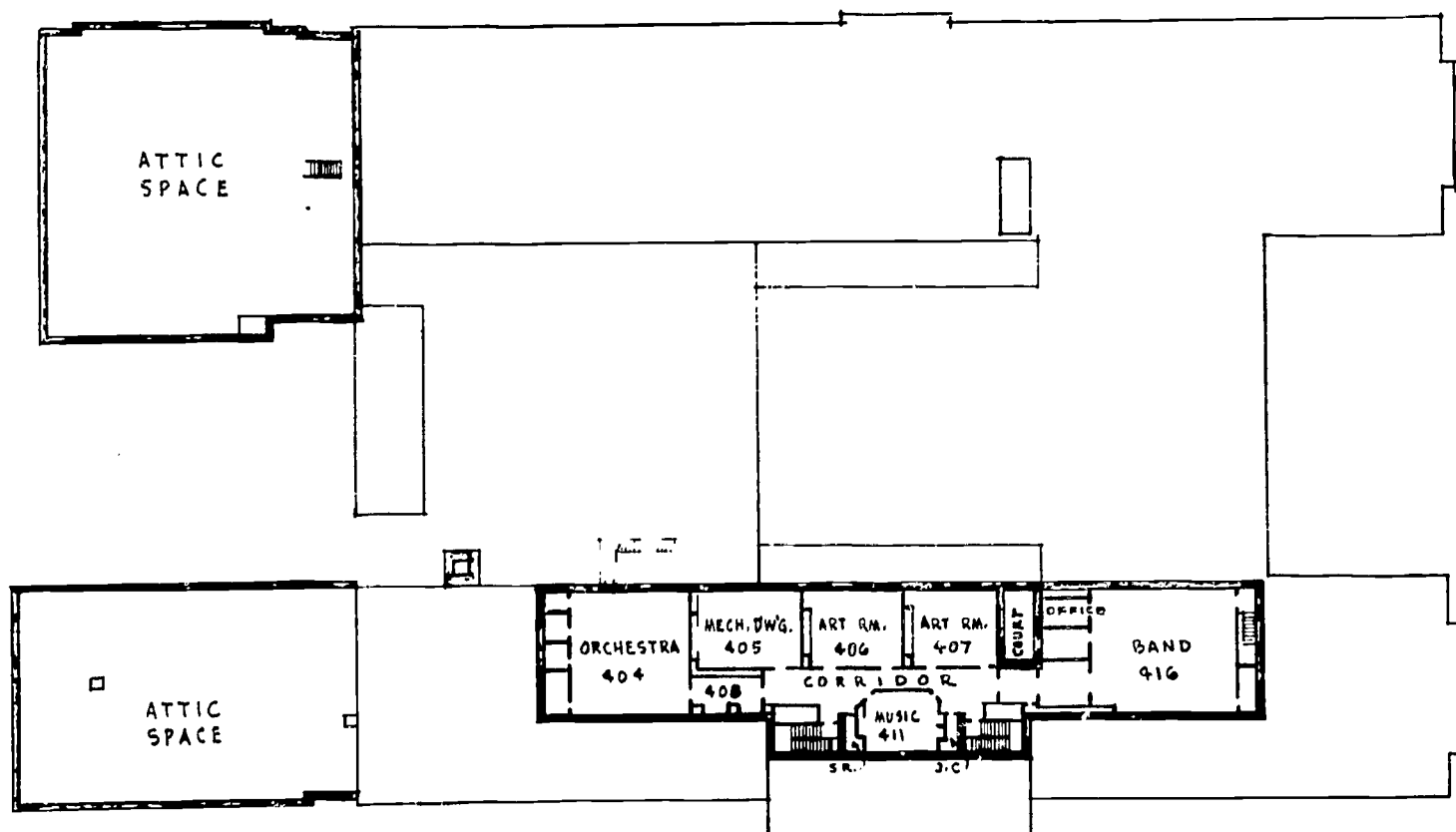
THIRD FLOOR PLAN

SCALE 1 INCH = 50'-0"

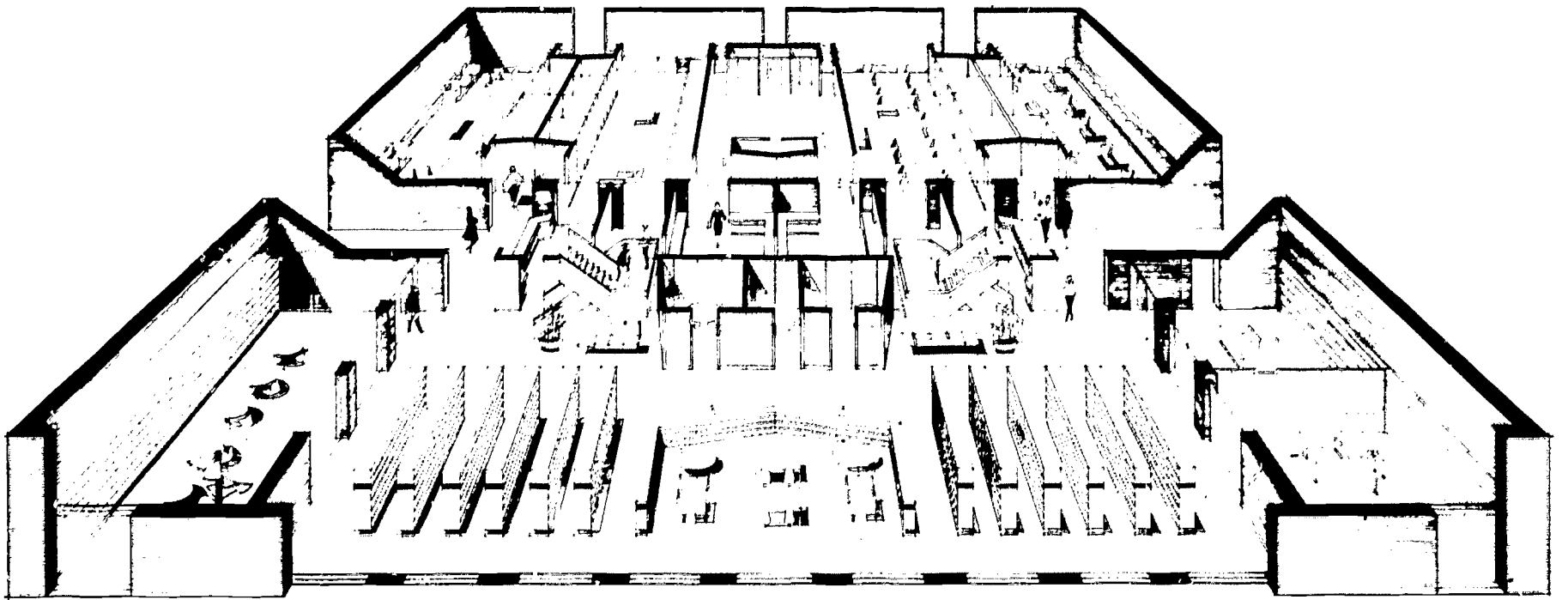


SECOND FLOOR PLAN \rightarrow \uparrow N
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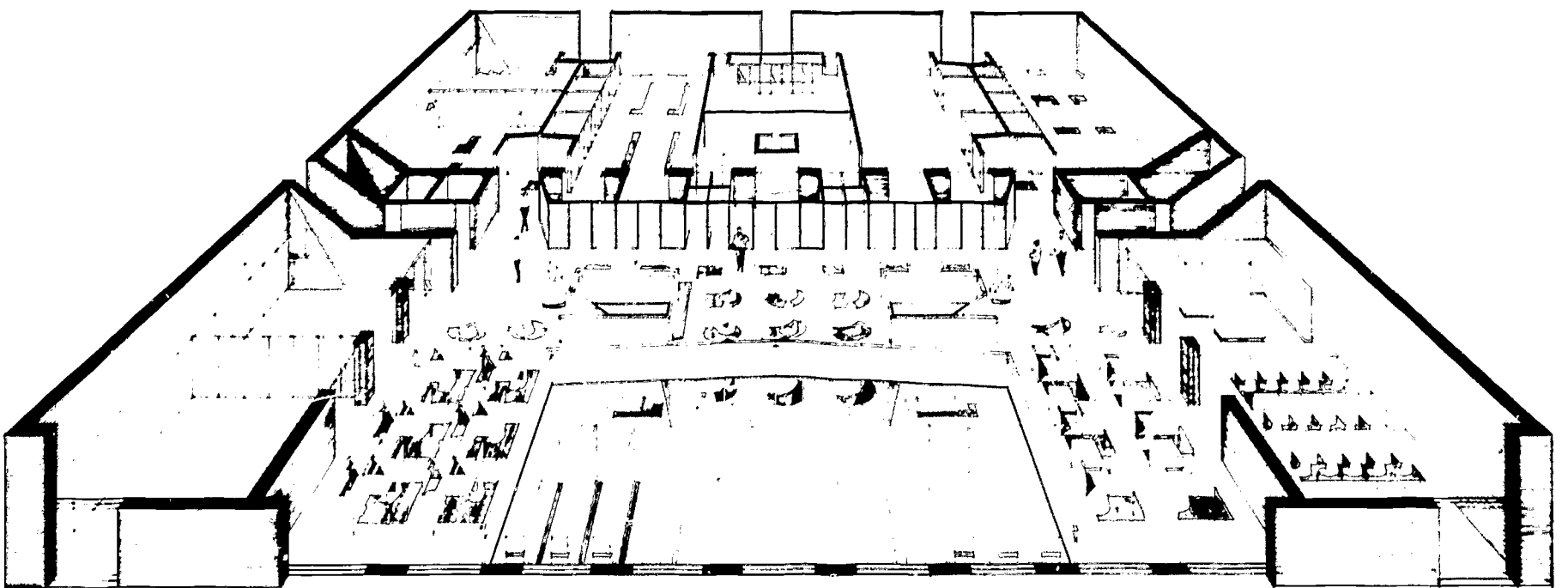
FLOOR PLANS



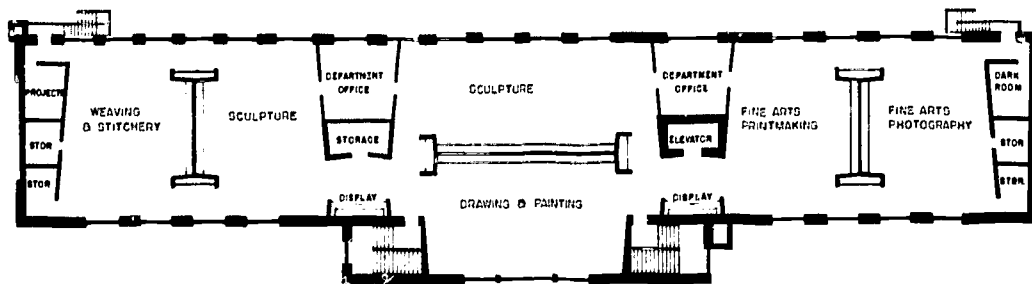
FOURTH FLOOR PLAN \rightarrow \uparrow N
SCALE 1 INCH = 50'-0"



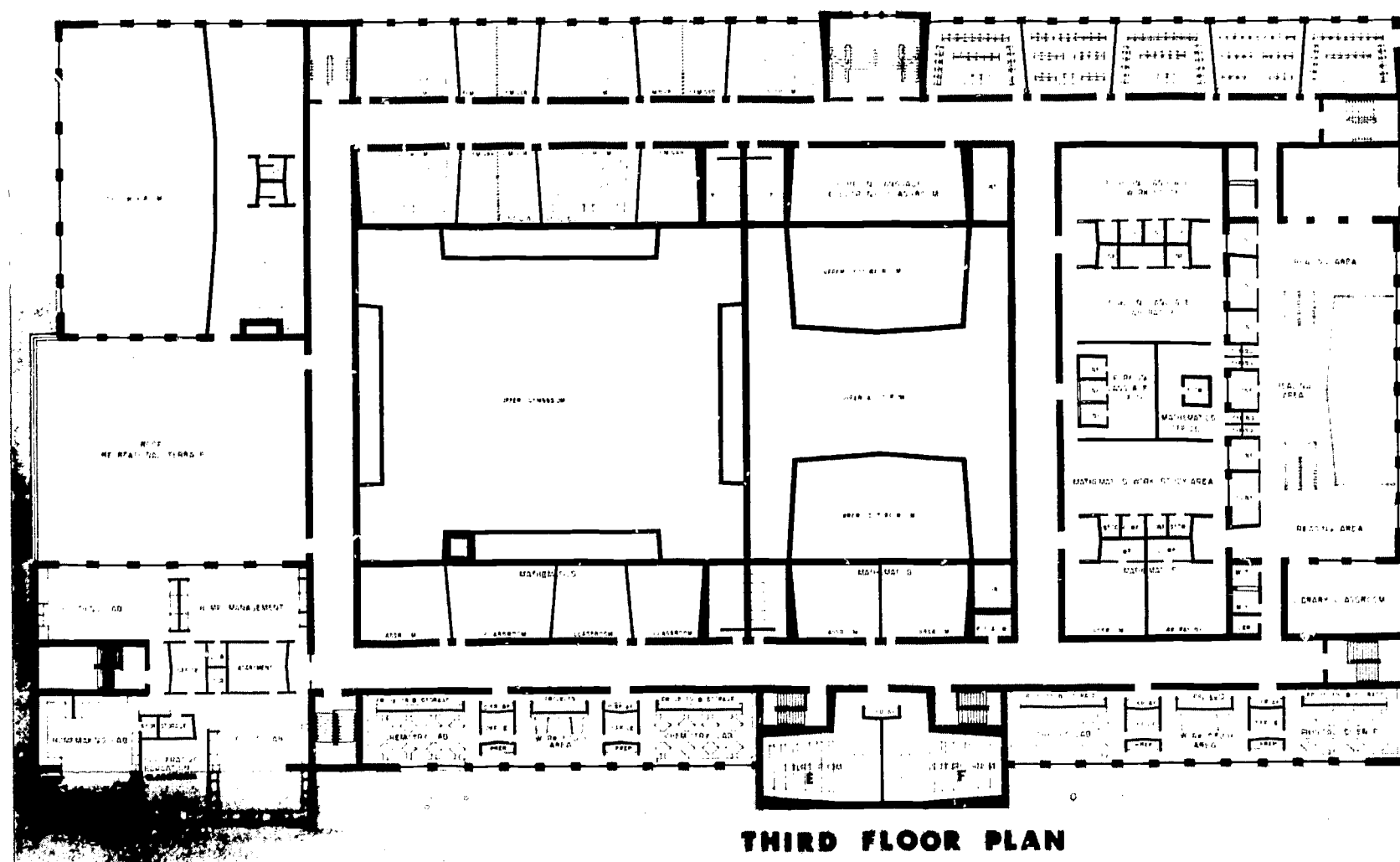
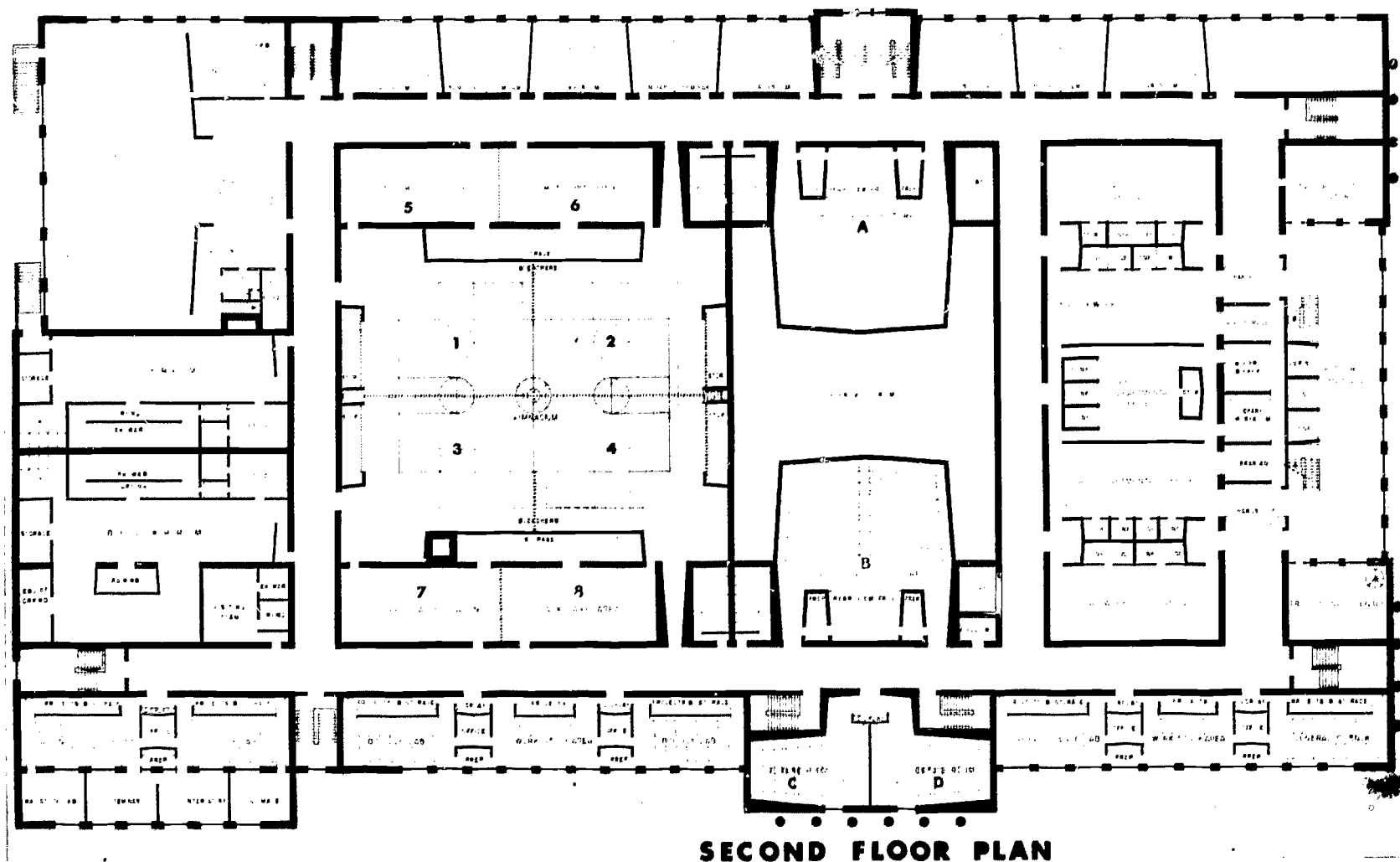
Perspective of Resource and Independent Study Center - Second Floor



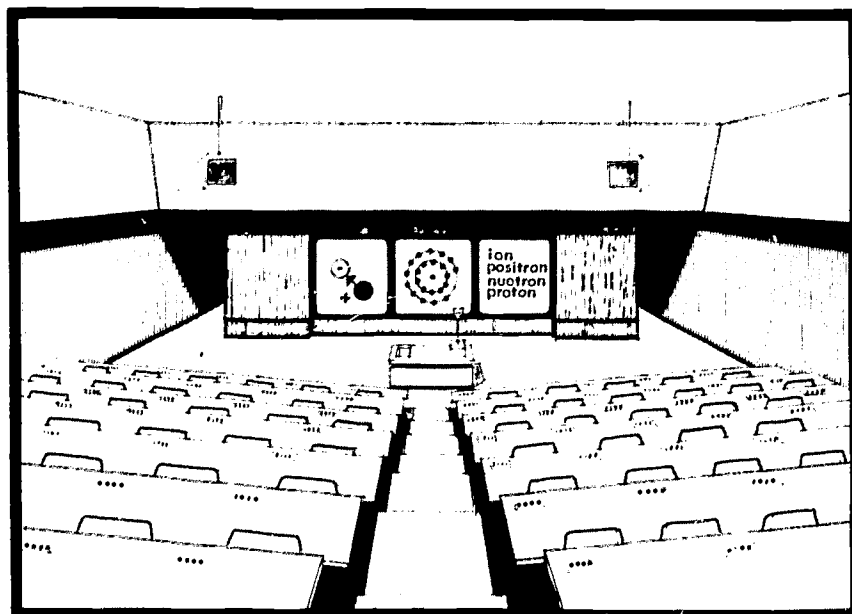
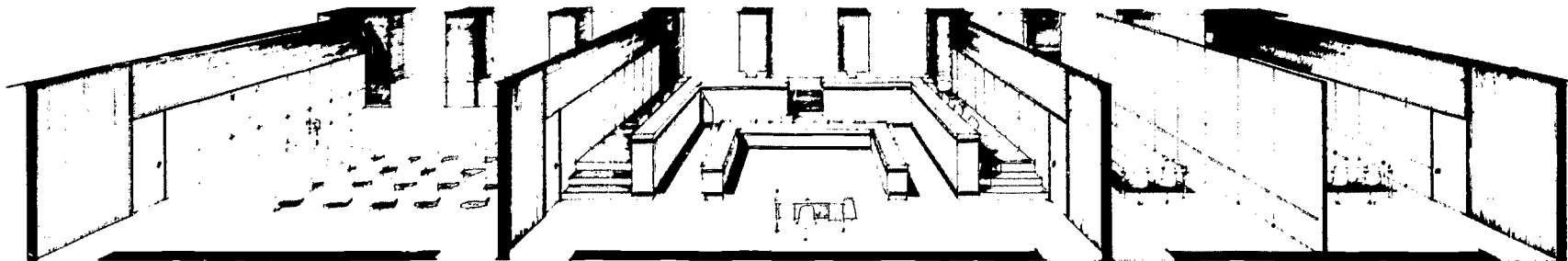
Perspective of Resource and Independent Study Center - Third Floor



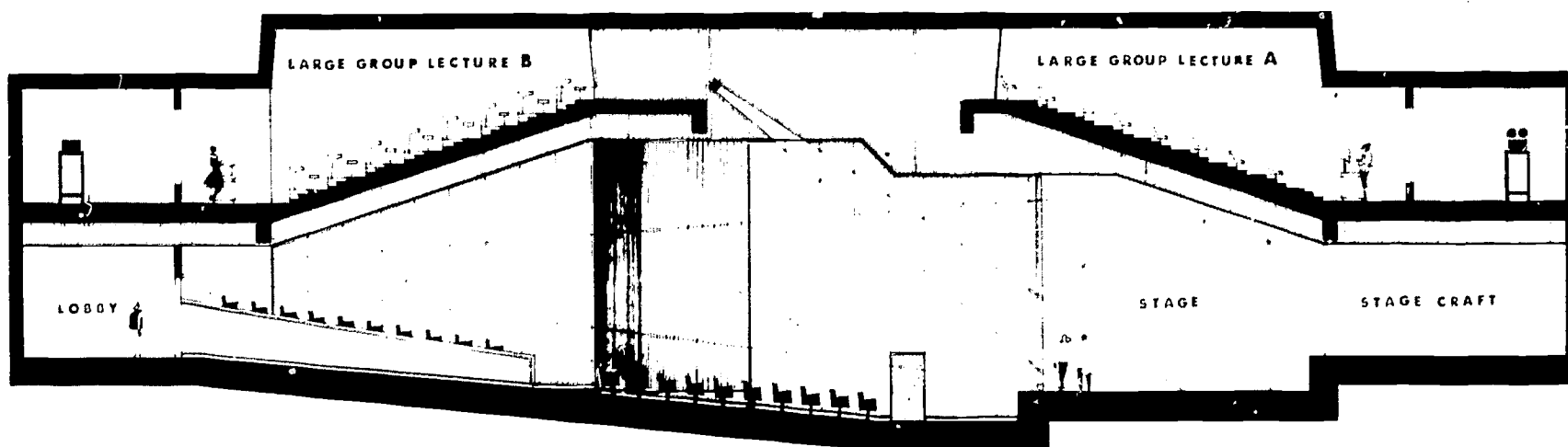
FOURTH FLOOR PLAN



Perspective of Typical Classroom and Seminar Complex



Large Group Lecture



Section

continued
licensed to practice architecture in the State of Illinois. The jury included:

Mr. George Danforth, A.I.A.,
Director, Department of Architecture, Illinois Institute of Technology

Mr. R. Rea Esgar, A.I.A.,
Dunlap & Esgar, Inc., Architects

Mr. Donald Hanson, A.I.A.,
Chairman, Department of Architecture, University of Illinois, Chicago Campus

Dr. Lloyd S. Michael,
Superintendent of Schools, Evanston Township High School

Dr. Harold V. Webb,
Executive Director, National School Boards Association

The winning entries will be included in a booklet to be published by the Research Council. Selected ideas from the Orput & Orput solution are published in this issue of the Newsletter. Additional ideas from other entries will be included in future issues.

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BEN E. GRAVES, *Project Director*

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